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ABSTRACT

This Elementary and Secondary Education Act Title VII project was designed to increase English Language proficiency in limited English proficient students in Lau categories A, B, and C (non-English speaking, English as a second language, or bilingual). The intensive, 9-month program included both English language instruction and teacher training in English as a Second Language (ESL). Four middle and high schools from the Albuquerque (New Mexico) Public Schools participated. Program objectives included: (1) ESL (oral skills)--60 percent of category A and B students will show gains on the Language Assessment Scales; (2) ESL (literacy skills)--60 percent of category A and B students will show 80 percent mastery of items on the Gates MacGinitie Reading Tests; (3) transitional English (literacy skills)--60 percent of the category C students will show gains in English language subtests of the Comprehensive Tests of Basic Skills; and (4) teacher training--sampled teachers will use 80 percent of the ESL teaching techniques presented in their classrooms, and within each project year, 70 percent of the teachers will add six credit hours toward certification in teaching ESL or bilingual education. Only baseline data were available regarding the second objective. All other objectives, except for the continuing teacher education, were achieved. (JGL)

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Title VII Bilingual Education

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1985-86 Performance Report

ALBUQUERQUE PUBLIC SCHOOLS

TM 870 446

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AND ACCOUNTABILITY

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Title VII Bilingual Program
Administrative Summary

The Title VII program completed its first year of a three year continuation project during the 1985-86 school year. Limited English Proficient (LEP) students in Lau categories A, B, and C were served at Highland and Albuquerque High Schools and Washington and Wilson Middle Schools. A total of 892 students was served in these four schools, which have the largest population of LEP students. A variety of Asian and oriental language groups, Spanish, and several Native American languages were represented in this population of students.

The primary goal of this project is to provide services which allow students to achieve English language proficiency to the maximum extent possible. To accomplish this, the project supported three instructional components and a staff development component. The objectives of the project were as follows: (1) 50% of the native language illiterate students will achieve a level 2 proficiency on the Language Assessment Scale (LAS); (2) 60% of the A and B students will gain 2 levels or a level 5 on the LAS; (3) 60% of the C students will demonstrate a 5 normal curve equivalent (NCE) gain on specific subtests of the Comprehensive Tests of Basic Skills (CTBS); and (4) teachers will be able to identify and utilize 80% of the English as a Second Language (ESL) techniques demonstrated during in-service. Objectives refer to students in Lau categories A through C. Students in these categories, based on English proficiency, are monolingual in a language other than English (A), predominantly speakers of a language other than English (B), or bilingual (C).

Project in-service and staff development activities included direct services provided by project staff and indirect services provided through in-service programs and university course work. Resource teachers employed by Title VII provided demonstrations of techniques for English language development in content classes for classroom teachers. Examples of other direct teacher services provided by Title VII included: joint lesson planning, teacher conferences, assistance with test development, and provision of supplementary materials. Financial assistance was available to district teachers, who were able to complete university course work in the areas of ESL certification and/or bilingual education.

Four workshops attended by teachers, aides, and resource personnel covered topics of program implementation, ESL Reading, study skills techniques, and program role and function for aides. Participants were asked to rate workshops on usefulness, topic interest, preparation of the speaker, and format. The majority of participants (60%) rated each workshop the highest rating in each of these areas.

Available pre-post data showed that 89% of all the students achieved at least a level 2 proficiency on the LAS, exceeding criteria in Objectives 1 and 2. Middle school students in Lau category C achieved the objective (number 3) of a minimal gain of 5 NCEs on CTBS language and reading subtests. The students at the high school level have not previously been tested for Title VII; therefore, pre-post comparisons cannot be made.

In summary, this evaluation indicates that the Title VII program was successful in meeting all but one project objective. The project was implemented as written, although conversations with project personnel, reviews of objectives, and data collection procedures and instruments led the evaluator to conclude that minor inconsistencies may impede the project's ability to function at its best. Therefore, Title VII personnel may find it beneficial to review the objectives, evaluation instruments and procedures to ensure that assessment reflects the curriculum being taught.

Title VII Bilingual Program
Program Description

The Title VII program completed the first of a three year continuation project during the 1985-86 school year. A total of 892 Limited English Proficient (LEP) students were served in four district schools. The students eligible for service were identified using the Language Assessment Scales (LAS) and were classified as Lau categories A through C. Students in these categories are monolingual in a language other than English (A), predominantly speakers of a language other than English (B), or bilingual (C). Washington and Wilson Middle Schools and Highland and Albuquerque High Schools were identified as target schools because a disproportionate number of students within these school populations is considered LEP. The eligible student population was divided into two basic groups for service delivery: 1) students classified as Lau Categories A and B, based on the LAS results, and 2) students classified as Lau category C (bilingual) who, based on test scores below the fiftieth percentile, are considered to be underachieving. Information gained through personal interview, carried out in the child's native language, whenever possible, is coupled with formal assessment information to ensure that students are placed in classes according to their English language skills and their academic background.

Two models of instructional intervention are employed at the middle school level, the pre-teaching model and the skills development model. Typically, category A and B students are provided an English as a Second Language (ESL) program using the pre-teaching model. These students receive two to three hours of ESL instruction daily. The ESL methodology is used to teach concepts and vocabulary which are content specific and necessary for students to function adequately in social studies and science classes. District science and social studies teachers receive ESL training provided by Title VII resource teachers and are provided classroom aides to assist students enrolled in these classes. Students identified as Lau category level C students are provided a skills development model (English Language Development, ELD) at the middle school level. These more advanced students are enrolled in classes which emphasize the English language used in basic mathematics, grammar, and social studies concepts, as well as organizational and study skills. Students in the skills development model are enrolled in regular content area classes and are provided assistance by aides functioning under the teacher's direction.

Students at the high school level are provided a transitional English content model in which they receive two to three hours of ESL instruction daily, with concurrent enrollment in sheltered content area classes. Sheltered content area classes are taught by district teachers who have received ESL training provided by Title VII resource staff. The Title VII aides provide students with concept instruction in the native language to assist them in understanding concepts presented in class. As an additional service, where appropriate, students may also be enrolled in the district Spanish language classes.

Project services are administered by program coordinators assigned to both middle and high school levels. Program coordinators supervise a staff of four resource teachers, seven bilingual aides, one home-school aide, one home-school liaison, and one secretary. Specific activities vary according to

student and school needs, but include demonstration lessons, in-class tutoring, materials and methods support, and home and community contacts. Additionally, Title VII provided a series of four workshops for project staff and cooperating classroom teachers. These in-service programs provided technical information regarding ESL methodology, skills and techniques training, and orientation and philosophy of the intervention approach.

Evaluation Design

Student progress is monitored in the areas of oral English proficiency and English literacy according to needs and program assignment. For those students who are monolingual or predominantly speakers of a language other than English, oral English proficiency is evaluated annually using the Language Assessment Scales (LAS) published by Linguametrics Group. The LAS assigns a level of English proficiency based on the students' oral English production. These levels range from no English skills at Level 1 to English proficient at Level 5.

Limited English proficient (LEP) students are also annually evaluated on the Gates-MacGinitie Reading Test to examine changes in their English literacy. The Gates-MacGinitie contains vocabulary and comprehension subtests, which are combined to provide a total score used in program evaluation.

Bilingual students were evaluated in reading and language using the Comprehensive Tests of Basic Skills subtests. Each students' progress was evaluated using state mandated checkpoint testing at fifth and eighth grades. Additional testing at the tenth grade was administered to project participants to assist in developing a data base for longitudinal comparisons.

Evaluation Results

The Title VII proposal described five separate components, with objectives for categories A and B students and objectives for category C students divided among three components. The evaluation section of this report addresses all project objectives within four consolidated components. This format was developed for the sake of clarity in the presentation of results. The four components that will be addressed in this report are:

1. English as a Second Language (Oral Language Development for A and B students)
2. English as a Second Language (Literacy Skills for A and B students)
3. Transitional English (Literacy Skills for C students, priority 1 and 2)
4. Teacher Training

COMPONENT I: English as a Second Language (Oral Skills for A and B Students)

Objective:	1a.	After 9 months of intensive instruction in English language services, 60% of the functionally illiterate non-English speaking students will develop basic survival English language skills of understanding and speaking by attaining a level 2 proficiency on the LAS.
Objective:	2a.	After 9 months of intensive English language services, 60% of the students identified as category A and B and literate in the native language will develop proficiency in understanding and speaking English as measured either by gain of two levels on the LAS or by achieving a level 5 on the same test.

Interviews were conducted with students to determine native language literacy. For some students it is impossible to gather this information due to the unavailability of staff fluent in the child's native language. A limited number of students were identified as being illiterate in their native language. As significant differences in ESL instruction for these two groups of students are not required, the evaluator and program coordinators deemed it appropriate to combine data from both groups. Therefore, all students receiving ESL instruction were treated as a single group for evaluation purposes. A comparison of pre to post data reflect that a total of 89% of the students met the objective. The following table provides a school-by-school summary of student data for the Language Assessment Scales (LAS).

Table 1 - Language Assessment Scales (LAS)
A and B Students

School	Total Students	Pre/Post Total	% Having Pre/Post	N. Met Criteria	% Met Criteria
Washington M.S.	43	14	33%	4 - level 2 8 - level 3/4	86%
Wilson M.S.	41	12	29%	1 - level 2 10 - level 3/4	92%
Highland H.S.	80	21	26%	3 - level 2 18 - level 3/4	100%
Albuquerque H.S.	64	17	27%	2 - level 2 11 - level 3/4	76%
Project Total	228	64	28%	57	89%

The objective was met with 60% of tested students showing achievement at designated levels at each school and for the project as a whole. It should be noted that this component serves a highly mobile population of students, with a large percentage of students enrolled in the program being available for only one of the tests and part of the instructional program, thus reducing the number of students in the comparison group.

COMPONENT II: English as a Second Language (Literacy Skills for A and B Students)

Objective:	2c.	After 9 months of intensive English language services 60% of the students identified as A and B and literate in the native language will develop English proficiency in reading and writing as measured by 80% mastery of items on teacher-made tests.

The project proposal originally specified using teacher-made tests to document student progress, and allowed one year for development and one year for pilot testing of a teacher made instrument. Development of such an instrument is a highly technical and complex task, if the instrument is to meet even minimal standards of test construction. Further, this task could have impinged upon time resource teachers had to provide direct student services. The program coordinators, based on the external evaluator's recommendation, determined that a standardized instrument appropriate to the task and population would be a satisfactory substitute. The Gates-MacGinitie Reading Test was selected as a substitute for the teacher made instrument.

The Gates-MacGinitie is a test used district-wide for assessment of reading skills. The test provides diagnostic information that could be useful for teachers in program planning. The authors indicated availability of out-of-level norms which were thought to be useful in providing testing results appropriate to student literacy skills. This, coupled with the fact that the Gates-MacGinitie test results are available yearly, made the selection an appropriate one. However, the out-of-level norms proved, upon further investigation, not to offer the possibilities expected, and therefore, on-level testing was implemented. The reading test taken by each student, regardless of literacy skills, corresponded with his/her assigned grade level.

Because the proper metric to demonstrate change is a standard score, modification of the objective was necessary. The modified objective projected for all students a mean gain of five NCEs as measured by the Gates-MacGinitie Reading Tests. The modification was based on Horst, Talmadge and Wood's 1975 research on the analysis of standardized test results of underachievers. The results of the Gates-MacGinitie tests are included in this first year report and will serve as baseline data for comparison with subsequent years' evaluation data.

Table 2 provides a summary of these baseline data presented by school and by grade level.

Table 2 Gates-MacGinitie Test Results in NCEs*
A and B Students

	Washington M.S.			Wilson M.S.		
Grade	6	7	8	6	7	8
N	91	54	66	29	23	21
$\bar{X}$	27.56	29.81	32.84	32.58	25.77	31.36
SD	12.7	16.1	14.9	13.5	13.0	15.1

	Albuquerque H.S.			Highland H.S.		
Grade	9	10	11	9	10	11
N	50	52	44	23	14	21
$\bar{X}$	32.62	32.25	32.13	32.56	36.5	41.5
SD	16.9	14.4	17.3	11.4	13.7	20.1

N = number of students with pre and post tests
$\bar{X}$ = mean score in NCEs
SD = standard deviation (reflecting the spread of scores about the mean)

*Mean NCE for National Norm Group = 50

COMPONENT III: Transitional English (Literacy Skills for C and D Level Students)

Objective:	3a.	After 9 months of intensive English language services 60% of the students identified as category C and D, priority 1 and 2*, will develop English language proficiency in understanding, speaking, reading and writing as measured by a 4 NCE gain from pre to posttest in the English language subtests of the CTBS.

*Priority 1 students score less than 1 standard deviation below the mean.
Priority 2 students score 1 standard deviation below the mean.

Because some students have participated in a prior Title VII program, CTBS data from system-wide testing conducted for all fifth grade students were used as pretest data for current year project participants. Posttest data were derived from system-wide testing of eighth grade students. Thus, results represent student achievement for project participants over a three-year period. Data are presented in NCEs for the reading and language subtests of the CTBS.

Students who maintain their NCE score from pre to posttesting are demonstrating expected growth. Students gaining NCEs from pre to posttesting are actually making better than expected growth. The differences reported in Table 3 reflect better than expected growth for students in both schools in reading and language subtests.

Table 3 CTBS Reading and Language Subtests in NCEs

Reading

	Washington M.S.		Wilson M.S.	
	1983 Level G	1986 Level H	1983 Level G	1986 Level H
N	45	45	16	16
$\bar{X}$	36.7	40.8	32.8	38.5
SD	18.6	13.4	11.3	10.9
	difference +4.1		difference +5.7	

	Albuquerque H.S. 1986 Level J	Highland H.S. 1986 Level J
N	25	10
$\bar{X}$	34.7	40.9
SD	5.6	16.9

Language

	Washington M.S.		Wilson M.S.	
	1983 Level G	1986 Level H	1983 Level G	1986 Level H
N	44	44	16	16
$\bar{X}$	41.3	48.0	32.7	44.2
SD	16.7	14.7	16.8	11.6
	difference +6.7		difference +11.5	

	Albuquerque H.S. 1986 Level J	Highland H.S. 1986 Level J
N	26	9
$\bar{X}$	34.8	43.1
SD	17.4	21.0

N = number
$\bar{X}$ = mean score in NCEs
SD = standard deviation (reflecting the spread of scores about the mean)

The objective was met at the middle school level. Comparisons for pre and posttesting of high school students are not available. High school students are not tested with the CTBS in district checkpoint testing and have not been tested in previous Title VII projects. Therefore, the data reported are baseline data available for second year comparisons. ESL curriculum emphasis in this project leads staff to anticipate growth in the 1987 testing cycle for high school students.

Table 4
Content Area Subtest for the CTBS in NCEs
Middle and High Schools - 1986

	Science	Social Studies	Mathematics
Grade 8	42.20	47.88	47.78
N	87	87	87
Grade 10	40.50	43.00	43.20
N	54	53	57

Content area subtest data are reported in Table 4. These data are presented to support the need for transitional English for the content area as identified in Component III of the proposal. Transitional English addresses the development of English language skills so that LEP students can successfully meet the language demands of the regular classroom. Title VII regulations indicate that Mathematics, Social Studies, and Science test results are appropriate measures of student functioning in the content areas; therefore, student performance on CTBS subtests are reported as baseline data available for second year project comparisons.

Component IV: Teacher Training

Objective:	4a.	After 9 months of intensive training in ESL techniques through the resource teacher approach or in-service, pre-selected content area teachers will identify and utilize 80% of these techniques in their classrooms as measured by an observation process.

Four workshops attended by teachers, aides, and resource personnel covered topics of program implementation, ESL Reading, study skills techniques, and program role and function for aides. Participants were asked to rate workshops on usefulness, topic interest, preparation of the speaker, and format. The majority of participants (60%) rated all workshops the highest rating in each of these areas.

Two additional workshops were conducted in August, 1986 as pre-service activities for school year 1986-87. Workshop topics included a description of proposed and approved services for eligible Title VII students, characteristics of LEP students, descriptions of skills classes, and recommended discipline and incentive techniques. The 50 teachers attending were asked to rate the workshops using categories previously described. Ninety-five percent of those responding rated the workshops the highest two ratings on every evaluation item. Fifty-two percent of the items marked were given a 5, the highest rating, and 43% of the items were rated 4, the second highest rating. The two most significant features of the workshop format appear to have been the inclusion of participants in workshop development and the experiential nature of the workshops themselves.

The objective addressing the identification and utilization of ESL techniques was difficult to evaluate, as program personnel piloted different techniques for data collection at the middle and high school levels. The collected information does not lend itself to aggregate reporting. However, when data for 24 high school teachers who attended the six inservice programs were examined, teachers were observed to utilize an average of 83% of the ESL techniques that had been demonstrated by resource teachers or that had been presented in workshops.

The project objective, as stated, dictates consistent data collection. The piloting of data collection instruments, while necessary, did prevent the evaluator from evaluating the objective as completely as possible. Title VII coordinators and resource teachers may wish, in the upcoming project year, to consider the various observation methods piloted, in order to select a single approach for use in all project schools. Data should be collected and reported without identifying information to preserve teacher anonymity and to avoid problems of personnel evaluation.

Objective:	4b.	At the end of each project year, 70% of selected program and district staff will have received inservice training consisting of six (6) hours of university credit leading towards certification in English as a second language or bilingual education.

Financial assistance was provided by Title VII, for degree or certification-related schooling, to 47 selected district employees from the four schools served by the project. Eleven (23%) of the selected employees each completed six hours of approved university credit. While the objective was not met, it should be noted that 100% of the selected staff completed three hours of university credit.

Summary

The primary goal of this project was to provide services which allow students to achieve English language proficiency to the maximum extent possible. To accomplish this, the project supported three instructional components and a staff development component. The proposal projected that 60% of Lau categories A and B students would demonstrate English proficiency as measured by a gain of two levels or achievement of level 5 on the LAS. This comparison group consisted of students literate and illiterate in their native languages. Objectives 1a. and 2a. were met.

To measure English proficiency in reading and writing, the project collected data from the Gates-MacGinitie Reading Test administered district-wide. These results were included in this report and will serve as baseline data for comparison in subsequent years.

CTBS data from system-wide testing conducted for all fifth grade students were used as pretest data for current year project participants. Posttest data were derived from system-wide testing of eighth grade students. Objective 3a., requiring a measured gain according to standardized tests, was met. The collected data reflected better than expected growth in reading and language subtests for middle school students. No comparisons can be made for tenth grade project students since tenth graders have not been previously tested. Data from this project will be available for future comparisons.

The staff development objectives addressed teachers' utilization of ESL techniques and staff's completion of university courses towards certification. The project piloted different data collection instruments to measure teachers' utilization of ESL techniques. The collected information does not lend itself to aggregate reporting, however, high school teachers were observed to include in their teaching activities an average of 83% of the demonstrated techniques. This average exceeds the goal set in objective 4a. by 3%. Objective 4b., which required selected staff to complete six hours of university credit, was not met. Twenty-three percent of the selected staff, instead of the required 70%, completed six hours of university credit.

In summary, this evaluation indicates that the Title VII program was successful in meeting all but one project objective. The project was implemented as written, although conversations with project personnel, review of objectives, and data collection procedures and instruments led the evaluator to conclude that minor inconsistencies may impede the project's ability to function at its best. Therefore, Title VII personnel may find it beneficial to review the objectives, evaluation instruments and procedures to ensure that assessment reflects the curriculum being taught.